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ABSTRACT

A report and related materials are provided from an activity to set up an operating information processing center that would do the work initiated by personnel in the district and to incorporate the center into the Modern Office/Word Processing Technology course. The report details objectives, population and sample, and conclusions and recommendations. The document includes a glossary, general information on the information processing center, job descriptions for the five positions used in the information processing center (supervisor, senior word processing specialist, project specialist, proofreader, office clerk/receptionist), a list of the equipment available in the center, guidelines for receiving work in the center, information center turnaround times, guidelines for dealing with stress and human relations in the center, an example of class materials on stress, job rotation schedules, standardized formats for the center and samples, diskette and document coding procedures and exhibits, information on productivity measurement, and a proofreader's checklist. (YLB)

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FINAL REPORT

# THE INTEGRATION OF AN INFORMATION PROCESSING CENTER INTO A MODERN OFFICE/WORD PROCESSING TECHNOLOGY COURSE

Project No. 84-131/132-600-2(083-003)(B)

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June 30, 1984

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## ABSTRACT

The problem on which we have been working involves setting up an operational information processing center which will do actual work for personnel of this district using mainly our word processing systems.

We are running this word processing center in conjunction with and as an integral teaching tool for the Modern Office/Word Processing Technology class.

In our courses we have both first- and second-year students. We have provided levels of material for our first-year students and some advanced levels for our second-year students; however, we felt that an added motivational factor and on-the-job experience would be beneficial.

Our students who are ready for the job market frequently find that individuals with more experience were selected for the jobs available. The work center will give them the opportunity to learn to operate the systems in an actual job environment.

The vocational schools are dependent on obtaining a large enough section of students to keep programs operating. Motivating students to take the business courses can be enhanced by offering actual job experience.

The positions selected for this center are consistent with those we feel are available in our job area. They also were set up on different ability levels as we realize not all students can hold the same type of job in the market. The office clerk/receptionist was set up for those students who can be a valuable employee on an entry level basis and the supervisor for those who have the ability to achieve a more responsible position.

Setting up a situation in which students have to learn to deal with stress and make it work for them will be helpful to them on the job. People are frequently hired and fired because of the way they handle interpersonal relations in the work environment. Students need to learn the importance of working together toward a common goal. This situation can be used as a good human relations trainer.

Selecting a career that is within the capabilities of a student and on the edge of new goals can be a real challenge. If an individual has a chance to try working in different positions before going into the actual job market, he/she may find a like or a dislike for a particular job of which he/she may not have been aware.

We think the Center will also be an added benefit to the individuals who decide to use it. Schools rarely have enough secretarial staff and this will be another opportunity for individuals to obtain this kind of service.

BODY

## Statement of the Problem

The problem with which we are dealing is the setting up of an operating information processing center which will do work initiated by personnel in this district that can be incorporated into the Modern Office/Word Processing Technology Course.

## Objectives

1. To set up an operating information processing center what will accomplish the office services requested by personnel in the school district.

   We have designated the equipment to be used, the abilities of the student who will fill the specific jobs, the method used for receiving work, quality control procedures, quantity expected, time schedules, designate methods to be used, etc.

2. To determine how to operate the information processing center as a part of the regular class.

   Times for operation of the center have been designated. Suggested schedules for rotating students in and out of the center operations have been determined.

## Population and Sample

Students who sign up for the Modern Office/Word Processing course at the Platte County Area Vocational Technical School will be the students who run the information processing center.

## Conclusions and Recommendations

1. Job descriptions were established for the five positions which will be used in the information processing center. Procedures for selecting students to begin work in the center were indicated. Rotation of activities according to ability and work accomplished will be done on a subjective basis.

2. The equipment that will be used in the center has been designated and will be arranged in a usable fashion in the room set up for word processing.

3. Guidelines for users sending work to the center and for what will be accepted and how it will be handled have been set up.

4. Some information on stress and human relations have been included. However, this needs to be expanded and made more definite.

5. Controls for the center have been set up that involve:

   Proofreading guidelines and quality control measures
   Procedures for determining work priority
   Productivity measurement
   Logging methods
   Document coding management
   Records management

6. Job position rotation schedules have been suggested; however, we do not feel a set rotation pattern can be used time after time. The student's capability will determine what positions they will assume.

7. Standardized formats for this center have been specified. These can be modified if required on special documents by the users, therefore students need to have a good knowledge of problem setup.

Disclaimer

The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred.

Attachments

Procedures--Maridene Arndt is the Director of the Word Processing Division at Farmland Industries. We incorporated many of the procedures used there in setting up the the guides for the school center. Actually doing work for individuals has been incorporated into business classes for several years. Evaluating the pros and cons of this suggested other procedures we could use.

References--Word Processing Division Specialist's Manual, Farmland Industries; Word Processing Concepts, South-Western Publishing Company; miscellaneous articles from magazines.

Bibliography--NA

Instruments--NA

## Glossary

Most of the terms we used are part of regular word processing terms. The following are applicable for this report:

| | |
|---|---|
| Document | Any material typed on any of the equipment. |
| Project | Any material that is typed and handled some other way. |
| User | An individual who asks the center do to work for him/her. |
| Turnaround | Time between receiving documents or projects and getting them back in finished form. |
| Format | Margins, spacing and general setup used for documents. |
| Diskettes | Magnetic disks used to store information. |
| Daily Documents | Letters, memos, etc. which will be printed only once. |
| Daily Disks | Diskettes on which staff will record daily documents only. |
| Log Sheet | Form used to show disk use, line count, items in center, etc. |
| Default | Format or procedure that has been preset by the system program. |

## GENERAL INFORMATION

**OPERATION:** Normal work days will be Wednesday, Thursday, and Friday from 8 a.m. to 10:30 a.m. and 12 noon to 2:30 p.m. Correspondence and short documents received after 10 a.m. for the morning class and 1 p.m. for the afternoon class will be considered the next day's work.

**PRIORITIES:** Documents will be processed in this order:

1. Rush requests
2. Revisions
3. Routine documents on a first-come, first-served basis.

**RUSH DOCUMENTS:** Rush documents should be kept at a minimum. All rush documents will be placed in a red folder and given priority. Students will be doing the documents, and time schedules and skill levels will not always allow for rush documents. Also a job begun in the morning class will be finished in the morning class even though that must take place on another day.

**DOCUMENT RETENTION:** Routine documents are recorded on daily disks that are retained one month only. This allows the user time to make revisions and return documents to the center.

Rough draft documents should be requested for material which will have extra revisions before a final copy is made. These will be recorded on a special disk and retained until the originator indicates the document is no longer needed or for a realistic period of time.

Extended retention requests are recorded on special disks and held as long as necessary.

**CONFIDENTIAL DOCUMENTS:** Students will be taught that office work is all to be held in confidence and expected to act accordingly. However, confidentiality cannot be guaranteed and all documents will be done by the students.

**PROOFREADING:** After each document is recorded in rough draft form, it is sent to a student proofreader who checks for spelling, grammar, and sentence structure errors. The major content of the material will not be changed.

When the copy is proofread, and there are questions, a rough draft copy will be returned for user to clarify. If there are a lot of grammar and sentence structure errors, the document will be returned to the author in rough draft form to see if the errors should be corrected or left. A user can help the Center to process documents more quickly

if he/she will indicate when the document is submitted whether the specialists should change any content or not.

Once the document is proofread it is returned to the specialist who plays back the final copy making all corrections. Final proofreading is the responsibility of the user.

DOCUMENT DISTRIBUTION: All documents should be distributed by the student supervisor or the person designated by the instructor to handle distribution. This ensures an accurate record of all documents coming into and going out of the center and recording of applicable times.

TELEPHONE GUIDELINES: We plan to have the PBX system, that is part of our equipment, installed to the office and other business rooms. This will give us an opportunity for students to actually answer the phone in the classroom area for business practice.

Students need to learn to answer the phone in a courteous, pleasant manner. They should identify the Center and themselves. e.g. Information Processing Center, Jan LeVan. May I help you?

The Office Clerk/Receptionist will be responsible for operating the PBX and will be the first person to answer the phone in the Center.

OPERATIONAL HOURS: Regular Hours. The regular hours of operation will be 8 a.m. to 10:30 a.m. in the morning and 12 a.m. to 2:30 p.m. in the afternoons on Wednesday, Thursday, and Friday.

Make-up Time. When students are absent, they are required to make up time. The Center will occasionally be open for make-up time. Time lost from habitual tardiness and absence will be indicated and will become a part of your grade. Businesses often call the school to check on tardiness and absence.

Coffee Breaks. Students are allowed time for breaks during their class time. Center breaks will be the same as class-time breaks.

SALARY: Students will receive grades as their salary. Our grades will be based on merit as are many pay scales in business today.

JOB DESCRIPTION

SUPERVISOR

Job Function

To provide the leadership of the word processing center and to act as the liaison between the instructor, users, and center employees.

Duties

1. Receives daily work from either the receptionist, the instructor or directly from the users. Checks job request forms.

2. Distributes the work so that the work load is divided evenly.

3. Follows projects through to the end to be sure all items are completed and in mailable form.

4. Composes letters onto cassette tapes if such a request comes into the Center.

5. Helps to motivate students so they will produce to the best of their individual capabilities.

6. Responsible for the room arrangement, cleanliness, and attractiveness of the center. A schedule for cleaning should be determined and followed through. Attractiveness involves the preparation or arranging of items on the bulletin boards as well as the room in general.

6. Sees that daily and weekly logs are kept up to date.

7. See that the work produced is carefully proofread and in mailable form.

8. Make sure that finished documents are returned to user or that user is contacted and arrangements are made for pick up of documents.

Minimum Qualifications

1. Ability to operate most of the equipment on which employees will work.

2. Ability to work cooperatively with others.

3. Must have completed the requirements for Levels I and II or be a second-year student.

4. Have the ability to organize work and to motivate others.

JOB DESCRIPTION

SENIOR WORD PROCESSING SPECIALIST

Job Function

To provide the secretarial and word processing services that are needed for the more difficult projects and for the longer projects the word processing center is asked to handle. Assist supervisor as required.

Duties

1. To set up and update permanent file numbers for any project the supervisor requests the specialist to handle. Naming projects so other members of the center can access them and continue a task is essential.

2. Correctly and efficiently format documents.

3. Record documents quickly and accurately.

4. Asks questions when necessary to ensure a correct result.

5. Maintains a daily log of the time spent on individual work tasks.

6. Continually learn to operate the center equipment so that operating skills are at the maximum.

7. Works cooperatively with others.

8. Takes the initiative in getting tasks completed on schedule.

9. Willing to help others with tasks when own assigned job is completed.

Minimum Qualifications

1. Ability to operate at least one of the word processors on an advanced level.

2. Straight copy typing rate of 50 net words a minute.

3. Command of grammar, spelling, punctuation, capitalization, and word usage.

4. Ability to operate a machine transcriber.

5. Ability to work well with others.

6. Completed work on Levels I, II and III and working on Level IV or a second-year student.

JOB DESCRIPTION

PROJECT SPECIALIST

Job Function

To record, edit and produce the documents required for the word processing center on the equipment designated for that type of project. To serve as the secretary for the center and center users.

Duties

1. Record, edit and revise documents on equipment designated for desired project.
2. Format letters, memos, tables, and reports.
3. Code and file documents as required in the center.
4. Transcribe information as needed.
5. Maintain log of daily activities.
6. Make required copies of documents and collate multi-page documents.
7. Ask questions when necessary to produce copy in desired form.
8. Work cooperatively with other members of the center. Help other members with their work when time permits.
9. To work in and out of the center with users as needed.

Minimum Qualifications

1. Ability to operate typewriters, microcomputers and accomplish basic word processing.
2. Straight copy typing rate of at least 45 net words a minute.
3. Ability to transcribe from machine dictation.
4. Command of grammar, punctuation, capitalization, word usage and spelling.
5. Ability to work with others in and out of the center.
6. Willingness to help others as necessary to produce the materials required.
7. Completed work on Levels I and II and started on Level III through V.

JOB DESCRIPTION

PROOFREADER

Job Function

To proofread carefully and accurately all of the materials that are completed in the word processing center to assure that the quality of the work is mailable.

Duties

1. Check the documents for formating and consistency as indicated by the center user.

2. Question content where there is a discrepancy.

3. Check format to see that the material is well placed.

4. Carefully proofread the recorded content for accuracy of content, grammar, punctuation, spelling, number usage, word division, and capitalization.

5. Check multi-page documents for page division. Make sure all pages are included in the finished product.

6. Carefully proofread all statistical copy to see that all numbers are correct.

7. Maintain daily log of own work.

8. Help other center specialists as needed to produce documents in the required scheduled time.

9. To communicate with the specialists and the supervisor as needed to see that necessary corrections are made.

Minimum Qualifications

1. Willingness and ability to work thoroughly and carefully through documents to check their mailability.

2. Command of spelling and vocabulary, grammar, punctuation, word division, number usage, capitalization rules and references.

3. Ability to concentrate on task to be completed.

4. Work cooperatively with specialists, supervisor, and users.

5. Using good judgment to know when to contact supervisor or user where discrepancies are discovered when all available reference material has been exhausted.

6. Completion of Level I and II activities. Working on Level III.

JOB DESCRIPTION

OFFICE CLERK/RECEPTIONIST

Job Function

To accomplish the clerical tasks necessary in the word processing center. To act as receptionist for the center, sort and distribute documents to users, stock supplies, do housekeeping tasks, and fulfill responsibilities as requested by the supervisor to ensure the smooth work flow in the center.

Duties

1. Receive visitors to the center and answer the phone.

2. Prepare statements for projects on which payment is due.

3. Duplicate to make required copies and collate multi-page documents as needed.

3. Maintain individual daily log of activities performed. Tabulate daily logs into weekly summaries.

4. Help center staff as needed. Keep center clean and supplies available.

Minimum Qualifications

1. Ability to meet people.
2. Ability to operate a typewriter, calculator, copier, collater and other basic office equipment.

3. Knowledge of invoicing. Aware of project costs and where such are applicable.

4. Ability to work cooperatively with others and willingness to help others as need arises.

5. Knowledge of center requirements and regulations. Completion of Level I activities.

## EQUIPMENT AVAILABLE IN CENTER

In the Word Processing Center we will use the following pieces of equipment all or part of the time.

2 IBM Displaywriter systems

2 NBI 3000 stations set up in a dual situation

1 Xerox 820 II microcomputer using Word Star

2 Apple II Plus microcomputers using Apple Writer I

Programs available for accounting and spread sheets

2 IBM 75 and 60 Electronic Typewriters

1 Olivetti 221 Electronic Typewriters

2 Correcting Typewriters with dual pitch

2 Machine transcribers--regular-size cassette
1 Ten Key Calculator

1 Electric Stapler

Duplicating equipment is available nearby. We do not want to become school duplicators though and intend to refuse most of this type of work. We will also have a collater and folding machine available, but we will use these only for special word processing projects.

An L-shaped Hon work center (desk) will be available for use by the Office Clerk/Receptionist. A two-drawer hanging file cabinet will be organized to hold the materials, disks, and hard copies used by the center.

Exactly what will be available at the time documents are prepared will depend, in part, on the rotation schedule and time allocated to center operation. We will have regular class operations going on at the same time the center is in operation.

## GUIDELINES FOR RECEIVING WORK IN THE INFORMATION PROCESSING CENTER

Hours of operation for the Platte County AVTS Information Processing Center will be 8 a.m. to 10:30 a.m. and 12 noon to 2:30 p.m. Wednesday, Thursday, and Friday from September through May of each school year. When the Platte County R-III schools are not in session, the Center will not operate. The Center will be located in Room 106 of the Platte County R-III High School.

Work requests can be brought directly to the Center and presented to the Supervisor or channeled through the Instructor. Forms for work requests will be made available in the Center. Be sure to fill in all of the information requested so the specialists will be able to process your project in a minimum amount of time. A copy of this form will follow in Exhibit A.

We also request that the user fill out the User Comments Section when the completed project is returned to you and then return the form to the Center. This is our way of checking our quality/quantity control procedures and evaluating our Center employees who work for merit grades. See the lower section of Exhibit A for the evaluation form. If we have problems getting the evaluation form filled out and returned, we will not accept work from that author the next time.

EXHIBIT A
WORK REQUISITION/EVALUATION FORM

User _____

Department _____

School/Business _____

Type of Document ____ Letter ____ Memo
____ Report ____ Table
____ Test ____ Form
_____ Other

Form in which Submitted _____ Typed
_____ Handwritten
_____ Rough Draft
_____ Dictation

Form Required _____ Rough draft
_____ Final

Spacing Required _____ Single
_____ Double

No. of copies _____ Single _____ Carbons
_____ Fluid _____ Mimeo
_____ No. of copies

Paper _____ Letterhead _____ Plain

Center Use Only

Date _____
Time _____
Rcd by _____
Due Date _____
Supervisor _____
Specialist _____
Proofreader _____
Production Time
Began _____
Ended _____
Turnaround _____
No. of lines _____
Disk _____
Document _____
Retention
None _____
No. Wks. _____
Permanent _____

Special Instructions _____

User Comments
For use by the User upon receipt of the finished product.

Format _____ Excellent _____ Good _____ Fair _____ Poor

Quality _____ Excellent _____ Good _____ Fair _____ Poor

Turnaround Time _____ Excellent _____ Good _____ Fair _____ Poor

Comments _____

## INFORMATION CENTER TURNAROUND TIMES

Turnaround times for Center work will include time for the following actions: receipt and assignment for supervisor, recording and editing time by specialist, proofreading, revision and printing, billing if necessary.

Projects begun by one specialist (such as morning worker) should be finished by that specialist. If work is received and begun late in the morning, it will have to be completed the next morning rather than that afternoon. The same would apply to work begun in the afternoons. Therefore turnaround time could run for only a couple of hours but extend into the next day or even perhaps the next week. The Center will operate only on Wednesday, Thursday, and Friday. Therefore, an item received late Friday might not be completed until the next Wednesday. Monday and Tuesday are instruction days. The main purpose of the class is for instruction. The work center is set up to enhance that instruction and give students a realistic work situation which they can use for experience in obtaining a job out of school.

Turnaround time for projects for our Center are as follows:

| | |
|---|---|
| One page letters | 1 hour |
| Two or three page letters | 2 hours |
| One page memorandum | 1 hour |
| One page report | 1 hour |
| Long report | 1 hour per page |
| Simple table | 1 hour |
| Statistical Data | 2 hours or more |
| Tests | 1 hour per page |
| Simple forms | 1 hour |
| Other | About 1 hour per page |

NOTE: The above turnaround times are dependent on quality and quantity of work submitted in relation to staff availability.

The times above will be re-evaluated as the Center begins operation and changed as the need arises. These times do not reflect any duplication or collating time. Additional carbon copies should not take more time when printing on the word processors.

The time allotted above per page seems to be quite long--especially for a one-page letter. Remember, however, that we are using an office setup with a supervisor who must have time to do this job and a proofreader who needs time to read.

GUIDELINES FOR DEALING WITH STRESS
AND HUMAN RELATIONS IN THE INFORMATION PROCESSING CENTER

We must first realize that some types of stress are good. Work would not get done according to any realistic schedule if some stress were not involved. In fact we frequently produce our most and best when we put ourselves under stress.

Accepting challenges and getting right to work on them cuts down the wrong type of stress--that which eats at us because we fear what is to come. Confidence and concentration usually help us to work effectively with a reasonable amount of stress felt. We build confidence by knowing what is expected and knowing we have the fundamentals needed to complete that work as desired.

We will strive to develop that right type of stress in our Center specialists and through knowledge and experience cut down on the damaging results from the wrong type of stress.

Twice a month, or more often if needed, we will call a staff meeting in which we discuss the problems of the Center and the work load and determine ways in which we can effectively produce what is wanted and still maintain a healthy level of stress.

The supervisor will be responsible for reading articles on stress and human relations we find in books and magazines and reporting their findings to the office staff.

We will also have some teacher-planned activities which deal with this material during the classroom portion of the class. Zig Zigler film/tape programs are available in our district and can be used for human relations materials quite effectively.

On-the-spot evaluations will also be made of students working by the Supervisor and the Instructor.

Several books are available on stress and on human relations. We need to prepare additional curriculum material in these areas. An example of the materials which we will use in class for stress is given in Exhibit B.

## STRESS MANAGEMENT

There are several methods which can be used to manage stress so that it begins to work for you and not against you. Many articles and books have been written on stress and how individuals can deal with it. Having occasional staff meetings to discuss articles located by the supervisor can be beneficial to the students in the Center.

Recognizing signs of stress, managing time efficiently, knowing what is expected and how to deal with documents and projects, and concentrating on tasks to be performed are all useful topics that can make a Center more productive improve attitudes.

### Signs of Stress

1. Do you feel you have too much to do to get anything accomplished?

2. Do you get headaches easily when tasks need to be done?

3. Do you get interrupted constantly, or do you interrupt others frequently for nonessential questions?

4. Do you get upset easily, frequently getting angry with others when there really isn't any reason to do so?

5. Do you gripe about having more work to do than others?

### Time Management

1. Do you plan your work at the first of each section of time?

2. Do you tackle the most important or the hardest first?

3. Do you complete a task once you have begun it?

4. Do you plan ahead for long-range projects?

5. Do you look for ways to make your job easier?

### Improving Attitudes

1. Do you work to learn to do tasks in the best possible way? Do you learn as much as you can about the equipment with which you deal?

2. Do you try to help others <u>after</u> you have completed your own jobs?

3. Do you look at each task assigned you as a challenge rather than a boring task that has to be done?

4. Do you maintain confidence in yourself that you can do what needs to be done?

## JOB ROTATION SCHEDULES

During the first semester, the center will be operated mainly by second-year students. Most of these students will have completed Level III; however, there may be a few who are still on Level I or Level II.

We will start the quarter with a review of job application procedures. The students will then apply for the jobs during the first quarter and we will have individuals from industry interview them and make the first selections. The qualifications and duties indicated on the job descriptions will help these individuals determine with what position that individual should begin.

The rotations will last for half a quarter so individuals can be rotated in and out of the center. The number of second-year students and the abilities of each group of students will determine how you rotate individuals. A flexible schedule is required for the efficiency of the Center and staff. Also we do not feel comfortable with setting up a rotation that will run for more than one quarter as some instructors do. Abilities and attitudes of students can change over a quarter's time of instruction. Leaders can come forth in certain areas where not expected. Flexible scheduling also leaves students more to work toward if they want the more responsible positions. Flexible scheduling also leaves the door open to repeating a position if this seems to be best for the Center.

Below is a schedule that could be used for the first quarter of one year with student's names included.

| Position | First Four Weeks | Second Four Weeks |
|---|---|---|
| Supervisor | Sarah | Carrie |
| Senior WP Specialist | Carrie | Tina |
| Project Specialist | Tina | Deanna |
| Proofreader | Deanna | Debbie |
| Office Clerk/Receptionist | Debbie | Sandy |

This shows the same students rotating jobs. The schedule does not have to work this way and certainly should not during the second quarter and semester when members of the first-year class have progressed far enough to produce work in the center.

We will have second-year students in both the AM and the PM sections. A schedule will have to be set up for both sections, but it would be similar to the one above.

## STANDARDIZED FORMATS FOR THE CENTER

We will use standard formats for the word processing center. These will be set up for letters, memorandums, reports, forms, etc., we are asked to produce. Users can request another format if they desire, but the supervisor must be fully aware of what is requested. There is a place on the work requisition form that allows a format to be indicated.

A specialist needs to remember that they have been trained in proper formatting procedures. They also need to be consistent in their formatting and recording for any one project. If an incorrect format is started, DO NOT change it midstream. Global search and replace on the Displaywriters and the NBI machines is a good tool to use for correction but is very ineffective against inconsistent keyboarding. Inconsistent input leads to unnecessary retyping, playback of a document more than once, extra revision time, and so forth.

Look beyond what is in front of you as typed or handwritten work. Use your imagination and knowledge of what is correct and what the magnetic equipment available to you can accomplish. Make sure you are aware of the desired results and you will save time.

### Letter Style

All letters are to be set up in block style with open punctuation and a standard six-inch line (approximately 1 inch margins). Look at the project to determine its length. Vary the spacing vertically (or perhaps horizontally) to make the letter look nice on the page.

Letters always begin with a date which should be placed a double space below the letterhead or 12 spaces from the top (2 inches). How far down you actually begin the date will depend on the length of the letter.

The inside address will be placed at least four spaces below the date and at the left unless a window envelope is indicated by the user.

The body of a letter in full block style will be typed without paragraph indention and single spaced with a double space between paragraphs. All letters must include at least two paragraphs and preferably three.

Closing lines of a letter will be typed at the left margin followed by four spaces and the typed name and title of the dictator of the letter.

The specialist's initials and the code line for the letter will follow a double space below. Another section will more fully describe the content of the reference line code.

Exhibit C indicates the basic format for a block style letter, the margins, and special lines.

Variable letter projects will use the standard format indicated above. The copy to be merged will be set up in documents indicated by the name var. Most of the variable letters will be set up on the NBI as the procedure for this is easier on this word processor.

Included in this section are forms Farmland has available on which users can write letters which help them remember to include all the letter parts. Form for variables are included that allow users to indicate just the parts that need to be merged with a form letter.

Envelopes for letters will be typed using a basic letter format and merging the inside addresses with this format. Unless otherwise indicated the standard No. 10 envelope will be used.

Memorandums

The headings on all memos will be basically the same. The standard format will include TO, FROM, DATE, SUBJECT. These and their spacing could be stored in a document or a phrase and save the specialist time setting up the memo.

Block style and a 70-space line length or the default line lengths will be used on all memorandums. These are in-house items which should take a minimum of typing time.

Exhibit D will illustrate the format for a memo. Farmland's form for memos is also included.

Reports

A variety of documents can be called reports. The 70-space default on the elites and the 65-space defaults on the picas (1-inch side margins) will be used on all reports. Most reports will be single-spaced; however, some will require double spacing. The specialist should be aware of the spacing desired by the user. If undefined, single spacing with double spacing between paragraphs will be used.

Paragraphs will be indented five spaces.

The first page of a report will begin on line 12 (2 inches) and the succeeding pages on line 7. A header or footer showing the code and a page number will be used on all pages. Alternate formats can be used for special sections within a report such as a long quote or a tabulation. Remember return formats can take you back to the original settings on the IBM word processors.

Main headings will be typed in all caps and secondary headings in lower case with a capital at the first of each important word. Both will be centered. Side headings will be underlined and preceded by a triple space. Paragraph headings will be set off by a period and two spaces.

District handbooks that we might be asked to type will be set up using the report format unless otherwise indicated by the principal.

Exhibit E will illustrate the format used for a report.

## Tests

Tests will be typed using the basic report formats.

Answer blocks for test will be placed on the left side to allow fast[er] typing and the use of indent to align second and succeeding lines of test questions.

The specialist should use six to eight space lines for indicating T-F or multiple choice answers and should set up tab indentions for enumerations and content material. With the standard six-inch line, tabs could be set at 25 or 26 for enumerations and 29 or 30 for content. Use indent or code/tab to align content at the correct place. Test items will be single spaced within and double spaced between.

An example of a test with lines for objective answers at the left is given in Exhibit F.

## Statistical Projects

Tabulations for statistical copy will usually have to be set up on an individual basis depending on the requirements of that project.

All tables will be stored for a realistic period of time in case revisions need to be made.

Most of the tables will be typed on the displaywriter as column layout procedures are faster and more efficient on this equipment.

## Forms

The most used form will probably be the purchase order or invoice. Formats can be preset for this project and the material merged using a variable document on the NBI or using GET on the IBM.

Other forms will have to be evaluated and formatted on an individual basis. Look at the form and use your good judgment in setting it up. Be sure to double space after underlines so the material will be readable. Use double spacing in setting up forms that an individual will have to put into a typewriter later and type on. This saves the typist's time later in having to align the form. If space doesn't allow double spacing, remember you do have sub/superscripts available on the word processors to make the forms easier to type in a short space.

EXHIBIT C
BLOCK STYLE LETTER

June 30, 1984

AIRMAIL

Farmland Industries, Inc.
3315 N. Oak Trafficway
Kansas City, MO 64116

Attention Maridene Arndt

Ladies and Gentlemen

This is an example of a full block letter with open punctuation that will be used as the standard format for the letters that are sent from our word processing center.

The margins for this letter are 15 and 85 which is a six-inch line on an elite or 12-pitch machine. On a pica machine or a 10-pitch printer element, your margins would be exactly 10 and 70. The NBI defaults to a left margin of 10 and a standard line length of 65 spaces. The Xerox has a 10-pitch printer and defaults the same as the NBI. The IBM Displaywriters default to different margins on the two systems as one has a 10-pitch element and the other a 12-pitch element. Defaults on all systems can be changed.

Special lines can be used in the typing of any letter. This exhibit indicates where our center will place these special lines.

Sincerely

PLATTE COUNTY AVTS

Jan LeVan, Instructor

xx/D1-3

Enclosure

cc John Jones

An enclosure indicates the other rules and regulations our center will follow.

(This is _____ Department _____)

(Name, address and zip code)

Type letterhead to be used:

_____

_____

_____

_____

_____

_____

Dear _____

(Body of Letter)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(Name) _____

(Title) _____

_____

cc: _____

_____

_____



FII-5968 (02/81)

## VARIABLE SHEET

Name _____ Ext. _____ Date _____ Letter No. _____

variable no. 1
_____
_____
_____
_____
_____

variable no. 2
_____

variable no. 3
_____

variable no. 4
_____

variable no. 5
_____

variable no. 6
_____

variable no. 7
_____

variable no. 8
_____

variable no. 9
_____

variable no. 10
_____

**WORD PROCESSING CENTER**

FII-3257 (01/80)

## VARIABLE SHEET

Name _____ Ext. _____ Date _____ Letter No. _____

variable no. 1
_____
_____
_____
_____
_____

variable no. 2
_____

variable no. 3
_____

variable no. 4
_____

variable no. 5
_____

variable no. 6
_____

variable no. 7
_____

variable no. 8
_____

variable no. 9
_____

variable no. 10
_____

**WORD PROCESSING CENTER**

FII-3257 (01/80)

EXHIBIT D
INTEROFFICE MEMORANDUM

TO: Maridene Arndt

FROM: Jan LeVan

DATE: June 30, 1984

SUBJECT: Memorandum Format

The basic format of a memorandum will be set up as shown above. If the specialist sets the TO, FROM, DATE, SUBJECT up in a separate document and uses GET on the Displaywriter, a standard left margin of 25 can then be used on all memorandums along with a right margin of 85. On the NBI, the beginning lines can be stored under a phrase to save time. The default margins will be more usable on this 10-pitch machine.

On a memorandum the left margin can be blocked at the indent point as shown or at the left edge. We will type material at the indent point.

Frequently, memos use enumerated items to make specific points. If these are used, set up as follows:

1. Set an additional tab stop four or five spaces from the left margin.

2. After typing the number, code tab or indent to tell the machine to align the copy following the numbers.

Reference lines indicating typist and location code will follow all memos as shown below.

Any copies to go to additional individuals will be indicated above. After TO additional receivers of the memo will be listed vertically.

xx/D3-8

# FARMLAND INDUSTRIES
## Office Correspondence

*(This is* _____, *Department* _____,

*TO:* _____

*cc:* _____

_____

_____

_____

_____

_____

_____

*FROM:* _____

*SUBJECT:* _____

*(Body of memo)* _____

_____

_____

_____

_____

_____

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_____

_____



FII-5872 (10/80)

EXHIBIT E
REPORTS

Reports will be typed with a default format using a six-inch line or approximately one-inch side margins, single spacing, five space paragraph indentions and centered main and secondary headings.

Double spacing can be used if indicated on the request form by the user.

The bottom margin will be a standard six spaces unless otherwise indicated.

Second pages will have a six-space top margin which is one inch. Headers will be used to identify the second page and to number succeeding pages.

Variations in content for tables or quotes can be used where indicated by the user. The specialist should look ahead and be aware of such changes and preset formats where applicable using the alternate format selection.

Footnotes can be used where necessary.

Special pages such as outlines, tables of contents and bibliographies will be set up according to normal typing rules unless otherwise determined by the user, the supervisor, or the instructor.

Codes will be used in footers to indicate the storage location of these projects.

Any project of this nature which might be used again or revised later must be indicated by the user on the work requisition form prior to recording so the project can be placed on a disk that will be kept for a longer period of time.

EXHIBIT F

INTRODUCTION TO ENGLISH
Test Sections 1-8

Pick out the nouns from the following sentences. Some may have more than one answer.

_____ 1. They stopped for a few minutes to watch the ducks swimming in the water. (A) they (B) few (C) watch (D) water.

_____ 2. After watching it for a little while, Bill saw that the duck's leg had some string wrapped around it. (A) After (B) duck's (C) string (D) around.

_____ 3. They both watched the duck swim quickly away to be with the others at the far side of the pond. (A) they (B) swim (C) side (D) pond

Select the pronouns from the following sentences.

_____ 4. They found a long stick and caught the string on it. (A) they (B) stick (C) the (D) it.

_____ 5. The young man worked hard and never gave up hope that he would some day be a success. (A) man (B) hope (C) that (D) he

_____ 6. I'd like to go to the restaurant with you, Dad. (A) I (B) the (C) you (D) Dad

Select the verbs from the following sentences.

_____ 7. After several weeks the operator became curious. (A) several (B) operator (C) became (D) curious

_____ 8. They will tear the building down next year. (A) will (B) tear (C) down (D) next.

_____ 9. Who has ridden the horse with the black mane? (A) Who (B) has (C) ridden (D) with

Make the following words plural.

10. store _____

11. match _____

12. mouse _____

13. radio _____

14. tooth _____

## DISKETTE AND DOCUMENT CODING PROCEDURES

### Coding Diskettes

All diskettes used by the Information Processing Center will use the four-line, colored labels with the rounded ends. Keeping the same type of labels on the disks and using the colors to designate divisions will help us to keep the disks for the Center separate from the disks for the class.

We will letter code and color code project disks according to the following system:

| | | |
|---|---|---|
| Vo Tech Administration | VA | Yellow |
| Special Needs | SN | Yellow |
| Vo Tech Departments | VT | Yellow |
| High School Administration | HA | Red |
| High School Departments | HS | Red |
| Central Office | CO | Blue |
| Middle Schools | MS | Blue |
| Elementary Schools | ES | Blue |
| Modern Office Tech | OT | Grey |
| Miscellaneous | M | Grey |
| Daily Disks | D | Green |

Each of the alpha characters will be followed by a number to designate which disk will be used. Exhibit F shows the form that will be used by the Center to indicate the diskette names and numbers being used. The supervisor and the specialists will be responsible for keeping this form up to date.

All of the disks except the Daily Disks will be kept for longer periods of time.

Numbers will follow the disk names as indicated above in numeric sequence when more than one disk will need to be used for a particular school division. For example: The first request may be from a department at the Vo Tech school. The disk used will be VT1.

Short-term documents will be recorded on Daily Disks. A daily disk will be set up for each week of a month. So D1 will be the disk allocated for the first week of a month, D2 for the second week, D3 for the third week, D4 for the fourth week, and D5 for a possible fifth week. These disks will then automatically be kept for one month. At the beginning of the day on Monday of the first week of the second month, the specialist will delete the entire directory of documents on disk D1. Deleting documents from a disk entirely is much faster than deleting individual documents one at a time. Documents for the first week of that month will then be recorded on this D1 disk. On Monday of the second week, disk D2 will be deleted and so forth.

Coding Documents

Document names will then indicate the division or department that has requested work. In the case of the miscellaneous disk, a users initials can be recorded as the document name instead of department initials. Documents for that department or user will then be numbered consecutively. For example: A request that comes from the Computer Programming class at the Vo Tech school will be placed on the disk named VT1 and the document name will be "cp1" indicating the first document from the Computer Programming. We will use lower case letters on the documents because they are faster to type. Diskette names can be typed in lower case, but the systems will automatically display them in capitals.

Document comments can then tell in more detail what the document on the disk contains. A log sheet kept by the specialist will indicate the document names that appear on that disk in consecutive order. The name of the next document a specialist will record can then be determined easily. All systems have an index that can be displayed and printed if additional information is needed.

We will keep the diskette log sheet simple at this point, but are considering setting up a form for each area in the long run. The log sheets will need to be kept with the disk. Students should be cautioned to place them with the disks so that they do not scratch the reading area. An example of the forms used by Farmland is included as Exhibit G. We have included a copy of the form our specialists will use as Exhibit H.

The supervisor should keep a master log of the diskettes in use in the center. Exhibit I shows the form we will use to log Center disks.

The purpose for using alpha-numeric codes for disks and documents is to allow the specialists to indicate in footers the location and names of the documents for easy access if revision is necessary. Alpha-numeric codes will be given after reference initials and a diagonal. For example: jl/VT1-cp1. Page numbers can be included following a hyphen. For example: jl/VT1-cp1-2.

**WORD PROCESSING DIVISION**

**Log Sheet**

**Central W.P. Center**

EXHIBIT G

| OFFICE USE ONLY | |
|---|---|
| Original: | |
| Stored: | |
| Subtotal: | |
| Printer: | |
| Printer(V.): | |
| Subtotal: | |
| TOTAL: | |

Name: _____

Week of: ____/____ to ____/____, 19____

| Doc. No. | Executive | Original | Stored | Printer | Orig.Print. |
|---|---|---|---|---|---|
| | ( ) _____ | | | | |
| | ( ) _____ | | | | |
| | ( ) _____ | | | | |
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| | ( ) _____ | | | | |
| | ( ) _____ | | | | |
| | **Subtotal** | | | | |
| | **V. Ltrs. ( )** | XXXXX | XXXXX | XXXXXX | |
| | | | **TOTAL LINES** | | |

**WORD PROCESSING DEPARTMENT**
Projects W.P. Center

**Diskette ID Control Log**

Word Processing

| Disc No. | Description | Disc No. | Description |
|---|---|---|---|
| WP_____ | | WP_____ | |
| WP_____ | | WP_____ | |
| WP_____ | | WP_____ | |

**WORD PROCESSING DIVISION**

**Projects W.P. Center**
**Log Sheet**

Name: _____

Week of: ____/____ to ____/____, 19____

| Doc. No. | Clerical Procedures | Original | Stored | Orig. Print. | Printer |
|---|---|---|---|---|---|
| | ( ) | | | | |
| | ( ) | | | | |
| | ( ) | | | | |
| | ( ) | | | | |
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| | ( ) | | | | |
| | ( ) | | | | |
| | Subtotal | | | | |
| TOTAL V. LTRS. ( ) | | | TOTAL LINES | | |

OFFICE USE

V. Letters Summary:

| | | |
|---|---|---|
| ____ | (_____) | _____ |
| ____ | (_____) | _____ |
| ____ | (_____) | _____ |
| ____ | (_____) | _____ |
| ____ | (_____) | _____ |
| ____ | (_____) | _____ |
| ____ | (_____) | _____ |
| Total | (_____) | _____ |

Line Count Summary:

Original _____
Stored _____
Orig. Print. _____
Subtotal: _____

Printer: _____

TOTAL: _____

WORD PROCESSING DIVISION

PERMANENT FILE CONTROL SHEET
Projects W.P. Center

_____/_____ (_____)
Dept./Alpha Code

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | 21 | 41 | 61 | 81 | 101 | 121 | 141 | 161 | 181 |
| 2 | 22 | 42 | 62 | 82 | 102 | 122 | 142 | 162 | 182 |
| 3 | 23 | 43 | 63 | 83 | 103 | 123 | 143 | 163 | 183 |
| 4 | 24 | 44 | 64 | 84 | 104 | 124 | 144 | 164 | 184 |
| 5 | 25 | 45 | 65 | 85 | 105 | 125 | 145 | 165 | 185 |
| 6 | 26 | 46 | 66 | 86 | 106 | 126 | 146 | 166 | 186 |
| 7 | 27 | 47 | 67 | 87 | 107 | 127 | 147 | 167 | 187 |
| 8 | 28 | 48 | 68 | 88 | 108 | 128 | 148 | 168 | 188 |
| 9 | 29 | 49 | 69 | 89 | 109 | 129 | 149 | 169 | 189 |
| 10 | 30 | 50 | 70 | 90 | 110 | 130 | 150 | 170 | 190 |
| 11 | 31 | 51 | 71 | 91 | 111 | 131 | 151 | 171 | 191 |
| 12 | 32 | 52 | 72 | 92 | 112 | 132 | 152 | 172 | 192 |
| 13 | 33 | 53 | 73 | 93 | 113 | 133 | 153 | 173 | 193 |
| 14 | 34 | 54 | 74 | 94 | 114 | 134 | 154 | 174 | 194 |
| 15 | 35 | 55 | 75 | 95 | 115 | 135 | 155 | 175 | 195 |
| 16 | 36 | 56 | 76 | 96 | 116 | 136 | 156 | 176 | 196 |
| 17 | 37 | 57 | 77 | 97 | 117 | 137 | 157 | 177 | 197 |
| 18 | 38 | 58 | 78 | 98 | 118 | 138 | 158 | 178 | 198 |
| 19 | 39 | 59 | 79 | 99 | 119 | 139 | 159 | 179 | 199 |
| 20 | 40 | 60 | 80 | 100 | 120 | 140 | 160 | 180 | 200 |

Programs:

| |
|---|
| Forms<br>1 - 50 |
| Corresp.<br>51 - 100 |
| Sched.<br>101 - 150 |
| Misc.<br>151 - 200 |
| |
| |
| |
| |

Farmland Industries, Inc.
Kansas City, Missouri 64116



WP82/F12

EXHIBIT H
INFORMATION PROCESSING CENTER DOCUMENT LOG

Diskette Name _____ Date Started _____

| Doc. Name | User | Specialist | Line Count | Reprint |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |

EXHIBIT I
INFORMATION PROCESSING DISKETTE LOG

| System | Disc Name | Description | System | Disc Name | Description |
|---|---|---|---|---|---|
| _____ | VA_____ | _____ | _____ | CO_____ | _____ |
| _____ | VA_____ | _____ | _____ | CO_____ | _____ |
| _____ | VA_____ | _____ | _____ | CO_____ | _____ |
| _____ | VA_____ | _____ | _____ | CO_____ | _____ |
| _____ | VA_____ | _____ | _____ | CO_____ | _____ |
| _____ | SN_____ | _____ | _____ | MS_____ | _____ |
| _____ | SN_____ | _____ | _____ | MS_____ | _____ |
| _____ | SN_____ | _____ | _____ | MS_____ | _____ |
| _____ | SN_____ | _____ | _____ | MS_____ | _____ |
| _____ | SN_____ | _____ | _____ | MS_____ | _____ |
| _____ | VT_____ | _____ | _____ | ES_____ | _____ |
| _____ | VT_____ | _____ | _____ | ES_____ | _____ |
| _____ | VT_____ | _____ | _____ | ES_____ | _____ |
| _____ | VT_____ | _____ | _____ | ES_____ | _____ |
| _____ | VT_____ | _____ | _____ | ES_____ | _____ |
| _____ | HA_____ | _____ | _____ | OT_____ | _____ |
| _____ | HA_____ | _____ | _____ | OT_____ | _____ |
| _____ | HA_____ | _____ | _____ | OT_____ | _____ |
| _____ | HA_____ | _____ | _____ | OT_____ | _____ |
| _____ | HA_____ | _____ | _____ | OT_____ | _____ |
| _____ | HS_____ | _____ | _____ | M_____ | _____ |
| _____ | HS_____ | _____ | _____ | M_____ | _____ |
| _____ | HS_____ | _____ | _____ | M_____ | _____ |
| _____ | HS_____ | _____ | _____ | M_____ | _____ |
| _____ | HS_____ | _____ | _____ | M_____ | _____ |

## PRODUCTIVITY MEASUREMENT

### Quantity

Quantity is as necessary in a word processing center as quality. Our student's pay is their grade. To determine their quantity of production, line count will be used. The following rules will help to determine the procedure to be used for counting lines.

1. One line will be counted for each typed line that goes more than half way. Students should use the systems as much as possible to determine line count for documents.

2. Partial lines are added to another partial line or dropped.

3. Three columns or more are doubled. Columns on 11 x 8½ paper is tripled.

4. Lines that require centering will be counted as one line.

### Quality

Quality of produced documents will be determined by:

1. User's Comments from Work Requisition Forms.

2. Formatting and recording evaluations determined by checking documents produced.

On the work requisition form, a section was included at the bottom where the user could evaluate the finished product. These comments will give the student 30 per cent of their quality grade.

Standard formats and basic recording procedures have been set up and students are expected to use these. Each word processing system has its own basic recording procedures and the students should be able to manipulate items efficiently. Allowances will be made for students who have not had the machine-practice time needed for special functions. Pulling up a document and turning on screen format or text mode can let the instructor or the supervisor check the recording process. This evaluation will give a student 70 per cent of the productivity grade.

The items for which the evaluator will check are:

1. Document correctly named and placed on correct disk.

2. Correct formats used and set up at the first of the document unless a change is indicated by the content.

3. Top margin spacing executed through format. (Not by spacing down.)

4. Headings typed as follows:
   Main heading centered in all caps
   Secondary heading centered in upper and lower case
   Side headings typed at left and underlined

5. Letters typed in vertical single spacing. Reports and other documents spaced as indicated on the work requisition.

6. Double space between all paragraphs.

7. Space twice after all punctuation at the end of sentences and after most colons.

8. Tab grids set up where necessary and used.

9. Required tabs or indent used where necessary to align material after enumerated items.

10. Divide words so that large gaps are not left at the ends of lines. Use required tab for division when indenting.

11. Pages ended at appropriate points.

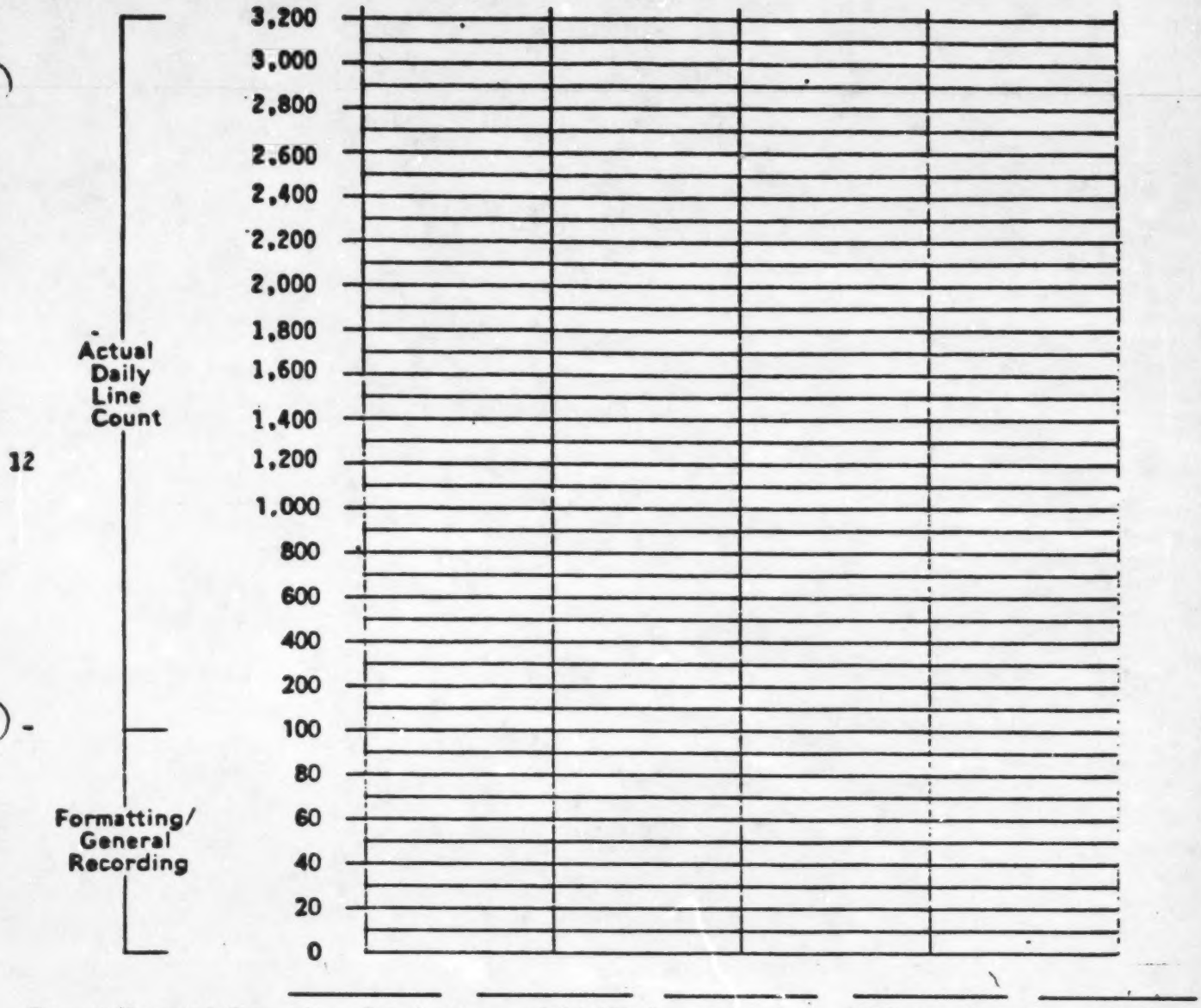
12. Variable documents are used effectiently.

Farmland Industries grades on this production management basis. The form they use is included.

CENTRAL W.P. CENTER

**WORD PROCESSING PRODUCTIVITY CHART**

Month of: _____




**Format/General Recording Scoring:** Add 10% for each of the following found in each document to be correct:

1. 2 sp., RCR following all paragraphs and short lines.
2. 2 sp. following all ending punctuation and short lines.
3. 1 sp. following all words (including last word in each line).
4. Always Reqd. Tab (EXCLUSION: When using column layout).
5. Never space to anything in body of document: headings, centering, inde paragraph, etc.
6. Set consistent tab grid throughout entire document.
7. Headings consistent as follows:
   Main headings (centered, all caps).
   Sub headings (centered, upper and lower, underlined).
   Sub headings, at left margin (upper and lower, underlined).
8. Set columns on special tabs (EXCLUSION: Mag card units, 10 lines or less columnar information).
9. No space after each column of information.
10. Reqd. spc. between information that must stay together, e.g. January 5, Invo No. 5, United States, etc.

Farmland Industries, Inc.
Kansas City, MO 64116

PROOFREADER'S CHECKLIST

The proofreader in the Center is our key to quality control. This individual is responsible for checking to see if the format is correct, if the document is pleasing to the eye, if the grammar is correct according to rules taught in class and the reference manuals, if content is punctuated corrected, if numbers are either typed in numerals or written out as required by the number rules, if words are divided properly at the ends of lines, is all words are spelled correctly, and if the instructions of the users have been followed.

The following items are questions that can be asked of each document to see if it is mailable or needs revision.

1. Did I scan the entire document to note and format idiosyncrasies?

2. Did I note whether this particular user has any specific requirements? (These requirements should be indicated on the work requisition form. These could be listed on a card for an individual for future reference if it is determined the same specifications would be used on another document.)

3. Did I compare the user's original copy or dictation with the typed copy to ensure that all material has been recorded?

4. Did I check each sentence to see that it has a subject and a verb that agree with each other in number?

5. If a sentence has more than one subject and verb, did I see if a comma is needed to separate two independent clauses joined by a coordinating conjunction (and, but, or, nor)?

6. If a sentence has more than one subject and verb, did I see if a comma is needed to separate the introductory dependent clause from the independent clause? (These dependent clauses commonly begin with if, when, since, because, unless, after, although, etc.)

7. If a sentence has more than one subject and verb, did I see if there is a dependent clause at the end of the sentence which might be nonessential and therefore would require a comma preceding it? (These dependent clauses commonly begin with while, meaning whereas, even though, although, unless, which, etc.)

8. If a sentence has more than one subject and verb, did I check to see if there may be a "who" or "whom" clause involved? If so, does the respective word agree with its modifiers? Did I turn the sentence around to double-check the agreement?

9. Did I check to see if any sentence has too many commas? Do I have a reason for every comma retained in the document?

10. Does numeral usage agree with established standards?

11. If there are names of people, cities, or companies in the document, am I absolutely sure of the spelling of each of them? If the original had been handwritten, did I take the user's spelling for granted, or did I check my sources for the correct spelling? If this document had been dictated, did I look up names and words not spelled out by the user, or did I call the user? Does the user have a business card, letterhead, or literature to corroborate the correct spelling?

12. Am I always aware of all the sources available to me for my use: the dictionary, ZIP code directories, road altas, The Gregg Reference Manual, telephone directory, proofreading guides manuals, and any reference material particularly used by your center? (NOTE: Counties are in boldface type in the back of the road atlas.)

13. If a term or name cannot be found in any of my sources, did I call the user for the correct spelling? Is there any printed material that can corroborate the spelling?

14. Do I use the dictionary correctly? If a work is in the dictionary, do I check not only its spelling, but also the part of speech and examples of its usage? Do I look above and below this word to make sure there are no other ways in which this word can be used?

15. Did I check to be sure that the notation of an attachment or enclosure was made at the end of the document if so indicated in the text?

16. If the document consists of columns of numbers, did I check the typed columns with the original from top to bottom? Does the format of the table present a good appearance?

17. After I checked all the above (grammar, punctuation, spelling, format), did I look over the whole document once more to see if the meaning is clear throughout?

18. Was there a new term or phrase in this document that should be committed to memory? Should I write it down for another proofreader's possible future use?

## RECORDS MANAGEMENT

Few items will be kept by the Center. Therefore, actual filing methods and procedures will not be necessary. There would be no need to keep hard copies of the documents produced. Too much space and time would be consumed by filing these documents.

The receptionist will be required to keep a copy of all billing and all memos that are sent out by the Center on its procedures. We will also keep the Work Requisition Forms with the User Comments on file for a reasonable period of time.

Log sheets used in the Center operation and evaluation will be kept on hand for a reasonable amount of time.

Attendance will be stressed during the Center operation and the staff will be asked to keep an attendance record individually. An example of the form used by Farmland is included. Having a student keep his/her own attendance will we hope help them to realize how important being on the job really can be.

The other form we will use to help evaluate student progress will be a form to show the work done by each specialist. This form will give them a chance to see how long it takes them to produce different types of documents in mailable form. It will also indicate revision time needed for a project. We will also use this form to revise turnaround times as needed for the Center.

Continuous evaluation of the procedures being used in the Center will be done by the supervisors and the instructor. Procedures will be updated periodically as needed. This information will be kept on file.

We are looking forward to operating the Center using these guidelines during the coming school year at Platte County Area Vocational School. We hope we have covered all of the items necessary to begin and keep out Center running as efficiently and as effectively as possible.

**WORD PROCESSING DIVISION** **Attendance Record Report**

_____ W.P. Center Week Of: _____ to _____

| Employee Name | D A Y S | | | | | | |
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H - Holiday
PH - Personal Holiday
S - Sick
T - Time to be made up
V - Vacation

NOTE: One-half day is the minimum allowance for sick leave.